

UNIVERSITY OF ALBERTA
EDUCATION LIBRARY



Program of Studies
for
Junior High School

1950

HOME
ECONOMICS

CURRICULUM

X
76
3553
950

ALTA
640
1950
Gr7-9

URRGDHT

CURR

CURRICULUM
EDUCATION LIBRARY

THESE DE LA FACULTÉ DE
MÉDECINE DE PARIS

ALTA
640
1950
Gr 7-

**PROGRAM OF STUDIES
FOR
JUNIOR HIGH SCHOOL**

**UNIVERSITY OF ALBERTA
EDUCATION LIBRARY**

Home Economics

FOR

Grades VII VIII and IX

This Program of Studies is the property of the school district and should be available at all times in the Home Economics room.

Edmonton, Alberta
September, 1950

Foreword

The preparation of this syllabus has been carried on over the past two years. In the form in which it is now presented to the teachers of the province, it represents the concerted effort of the sub-committee on Home Economics and the many teachers who have contributed helpful suggestions. As such it should prove a valuable guide and a fund of useful suggestions for the construction and development of an improved curriculum in each school in Alberta. The pattern of this outline is broad, leaving the individual teacher and her class ample scope to rearrange, modify or enrich the course to meet the needs of the individual, the school and the community. Careful consideration must be given at all times to the broad objectives of the course and such modifications as may seem advisable should be made in consultation with the Supervisor of Home Economics.

The outlines contained in this Bulletin are authorized by the Department of Education and supersede all other outlines of these courses which have appeared previous to September 1, 1950.

Additional copies of this Bulletin may be obtained from the General Office of the Department of Education at 25 cents per copy.

Acknowledgement

This Bulletin has been prepared by the Subcommittee on Junior High School Home Economics under the guidance and direction of the Junior High School Curriculum Committee.

Junior High School Curriculum Committee

Chairman

Morrison L. Watts, Director of Curriculum.

Secretary

A. B. Evenson, Associate Director of Curriculum.
A. A. Aldridge, Supervisor of Guidance.
G. F. Bruce, Director, Correspondence School Branch.
T. C. Byrne, Inspector of High Schools.
H. D. Cartwright, Principal, Balmoral Junior High School, Calgary.
J. W. Chalmers, Superintendent of Schools.
A. L. Doucette, Director, Faculty of Education, Calgary.
M. W. MacDonald, Principal, University High School, Edmonton.
J. A. McKay, Superintendent of Schools.
Miss Berneice MacFarlane, Home Economics Supervisor for the Province.
E. J. M. Church, Supervisor, Teacher Service Bureau.

Subcommittee on Junior High School Home Economics

Chairman

Miss Berneice MacFarlane, Home Economics Supervisor for the Province.
Mrs. Louise Moore, Home Economics Teacher, Athabasca.
Miss Joyce Stemp, Home Economics Teacher, Sunalta, Calgary.

The subcommittee was ably assisted by the following:

Mrs. B. Brindley, Supervisor of Home Economics, Edmonton.
Miss Ferne Edwards, Supervisor of Home Economics, Calgary.
Mrs. Dorothy Chalmers, Home Economics Teacher, Sedgewick.
Mrs. Edith Ritchie, Home Economics Teacher, Brooks,
and the Home Economics Teachers throughout the province who supplied valuable information by sending in comments and by completing the questionnaire.

Grateful acknowledgement is extended to the staff and personnel of the schools in which photographs were taken and to the Department of Economic Affairs for the fine photographic service.

Table of Contents

	Page
Foreword.....	2
Acknowledgement	3
Home Economics for Junior High School	7
Organization of the Junior High School Home Economics Program.....	10
Suggested Plan for Combination of Grades.....	17
List of Unit Studies (Scope and Sequence Chart).....	18
Course for Grade Seven.....	19
Course for Grade Eight.....	27
Course for Grade Nine.....	33
Audio-Visual Aids	41
Reference Books.....	42
Magazines, Pamphlets and Illustrative Material.....	45
Organization of a Homemaking Apartment.....	48
Suggested Equipment for the Home Economics Class.....	50

Home Economics for the Junior High School

INTRODUCTION

A course in Home Economics for the schools of Alberta must necessarily be flexible to meet the varying conditions in the widely separated parts of the province. The needs and interests of the students, the needs of the home and the community should provide the basis for building a Home Economics program. In all cases, the course should be as comprehensive as possible, in order to give the pupils a well-rounded conception of the activities and problems of the modern home and to contribute to worthy home membership.

This course is planned as a guide to be used by all teachers of Home Economics. Each teacher should adapt the suggestions offered to meet the needs of her students. In all units the major emphasis is upon the development of the girl in such habits, attitudes, appreciations, information and skills as will assist her in meeting the responsibilities of a homemaker.

The development of a satisfying and functioning philosophy of life with emphasis on personal and family living should be set as the primary purpose of Home Economics. It is desired that the teachers of Home Economics co-operate with those members of the staff responsible for the course in Health and Personal Development to avoid duplication of treatment in the sections where this could result. The Home Economics classes should limit their treatment to supplementing what is covered in Health and Personal Development. These courses should be based on the belief that:

- (a) homemaking is important, measured by the happiness of the group;
- (b) the development of a wholesome personality and satisfying relationships is essential;
- (c) life is broadened and enriched through a wide variety of interests;
- (d) the acquisition of techniques and skills needed in immediate personal and home living is important.

GENERAL OBJECTIVES

A. Attitudes of:

1. **Co-operation**—involving whole-hearted participation in the daily duties of the home as well as in the social aspects of home life, thus developing high ideals of worthwhile and effectual family life.

2. **Responsibility**—marked by perseverance, personal honesty, and willingness to accept the consequences of one's own actions.
3. **Creativeness**—in design and color, which will make the student's project distinctly her own.
4. **Scientific exactitude**—especially in the preparation of foods and in housekeeping methods—respect for knowledge and accurate information.
5. **Social concern**—that will make the daily living one of broad horizons and kindly gracious and appreciative association with all with whom one comes in contact.
6. **Reverence**—marked by a conviction of Deity, and regard for His supreme handiwork, mankind.

B. Appreciations of:

1. The place of every individual in the acceptance of responsibility of a well-run home and a happy home life.
2. How daily living is enriched by beauty and order.
3. The importance of good health, cleanliness and good grooming in one's life.
4. The wise use of playtime and leisure.

C. Understandings of:

1. The necessity for a clear knowledge of nutrition to ensure the wise planning of the family meals.
2. The value of a well-set table and correctly served meals for the social grace of eating.
3. Fabrics and their appropriate use in the planning of wardrobe and home furnishings.
4. The selection of suitable and becoming clothing within the budget.
5. Furnishing and care of the girl's own room.
6. Personal relationships with other members of the family, friends and society in general.
7. The need for safety measures that should be practised, especially in the home.

D. Basic Skills in:

1. The use and care of equipment required in the preparation of food and clothing and in the care of the home.
2. The selection, preparation and care of food, clothing and home furnishings.
3. Making simple stitches and seams and the use of the pattern in garment construction.
4. Handicrafts which may later develop into hobbies.
5. Simple home nursing routines.
6. Care and guidance of younger children.

The Organization of the Junior High School Home Economics Program

TIME ALLOCATION

Four periods per week is considered to be the most desirable time allotment for this course.

The best work is accomplished when this time is continuous, as two separate quarter days per week break the continuity of cooking.

Classes are required to continue attendance in the Home Economics centre until the closing of the school year. For Grade IX students who are writing departmental examinations, classes in Home Economics will end one week earlier.

COMBINATION OF GRADES AND SIZE OF CLASS

In some smaller centres it may be found necessary to combine certain classes. This procedure should be followed only if the number of students of the combined group is small and adequate accommodation and equipment are available.

In single-grade classes the enrolment should not exceed 20. In classes comprising students of more than one grade, the enrolment should not exceed 15.

RECORDS

The following records should be kept:

Instructors' Records

- (a) Attendance
- (b) Plan book—organization, etc.
- (c) Student achievement
- (d) Tests administered
- (e) Student grading.

Students' Records

- (a) A carefully kept notebook is essential for each pupil, but care must be taken to avoid too much stress on mere note taking. This book should contain necessary information and printed material given to the pupils from time to time, samples of work in textiles, color schemes, pictures and clippings of interest and value related to the subject.

- (b) A description of each sewing project completed, including sketch of project, length of time taken to make it, seam finishes, sample of material, laundering qualities, cost and comparison of cost with similar ready-made article.
- (c) A daily record to include comments on day's achievement, demonstrations or field trips.

The importance of correct spelling and good English both written and oral should be stressed. Neat, legible writing should be encouraged.

CLASS RECORDS

1. Inventory of equipment and furnishings, to include day of purchase, cost, present condition—to be checked in June and September.

One copy to be filed in Home Economics Department.

One copy to be filed in School Board Office.

2. Library List—Name, author, publisher; date of publication, cost and condition.

One copy to be filed in Home Economics Department.

One copy to be filed in School Board Office.

3. School Accounts—(a) Monthly accounts handed in to Board and on file in Home Economics Department.

(b) Yearly accounts handed in with totals for all expenditure.

(c) Food cost for each pupil for School Board Office and on file in Home Economics Department.

SAFETY PROGRAM

Statistics show that the majority of accidents occur in the home. Because of this it has been suggested that considerable stress be laid on methods of avoiding accidents. A safety program should have a definite place in the Home Economics classroom.

EVALUATION

Adult standards must not be used in appraising children's work. The teacher should use every opportunity to commend neatness and care, to exhibit samples of good work and to note with obvious

pleasure evidences of progress in the work of any pupil—even the poorest. Thus suitable standards may be established and the satisfaction of progressive achievement experienced by the children.

Methods for accurate and adequate evaluation are of major importance to the experienced as well as to the inexperienced teacher. Pupils who are taught to evaluate their own work develop a keen sense of pride and interest in their own progress.

Pupils must at all times understand the basis of marks.

"Different types of measuring devices fit different objectives. Objective test items such as true—false, multiple choice, and matching questions determine the attainment of knowledge of facts and principles most adequately. Practical tests aid in the evaluation of skills, abilities, and judgments. Score cards and rating sheets help in indicating the specific degree of attainment, and increase the objectivity of such practical tests."

"Essay questions have a real place in current evaluation practices. When sufficiently controlled they evaluate the student's ability to organize her thinking and express her point of view and are of special importance in determining attitudes and appreciations. Aptitude tests are difficult to construct and analyze, but experimentation with this form of evaluation is to be encouraged. The anecdotal record is recognized as an excellent device by which this form of evaluation is to be encouraged. The anecdotal record is recognized as an excellent device by which to collect evidence of a student's growth in the more intangible aspects of her personality, and when carefully recorded may supply important supplementary information regarding the student's achievement."*

CLASSROOM ARRANGEMENT

The teaching of homemaking may be carried on in many different types of rooms. All rooms in which Home Economics is taught should reflect a home-like atmosphere to which curtains, pictures, plants and flowers may contribute. The room should have some focal point of interest, such as an attractive "hospitality corner".

While in atmosphere and in the physical facilities included therein the room should be as nearly homelike as possible, yet it must provide for the activities of the pupils in classes of not more

*—Manitoba Program of Studies, Junior High School Homemaking, 1947.



Grade IX students enjoying a luncheon planned and prepared by themselves.
Red Deer Composite High School.

Teacher—Miss Vera Saunders

—ALBERTA GOVERNMENT PHOTOGRAPH



Home nursing, laundering and leisure-time activities are in process in this well-appointed Home Economics room.

Wetaskiwin School

Teacher—Miss Lois Longmire

—ALBERTA GOVERNMENT PHOTOGRAPH

than 20. In this room the pupils should experience the satisfaction and enjoyment to be obtained from work in an efficient plant amidst attractive surroundings. Here students, in addition to acquiring skills and standards will develop self-confidence, initiative and the ability to co-operate.

The effective use of this room demands the maximum in teacher and pupil planning. Much depends upon the teacher's skill and ingenuity in creating situations which will provide those learning experiences which will "carry over" and function in the personal and home living of students.

TRENDS IN TEACHING METHODS, WITH SUGGESTIONS FOR THE USE OF THE "HOMEMAKING PROGRAM"

The goal in the junior high school is to teach Homemaking in such a way that pupils will have a unified picture of what home-making really means, rather than a series of isolated facts and skills. In the Home Centre pupils work as a family group, and their learning is functional because it is accomplished in a realistic environment.

The Home Centre plan presents not only a setting similar to that of the home, but also such situations as commonly arise in a home. It is quite possible, with good organization, for the teacher to conduct an integrated program and to supervise a variety of activities at the same time.

"Homemaking rooms offer much in promoting the initiative of the student and in providing for 'individual differences', but they offer much opportunity for wasted time and effort on the part of both pupil and teacher if instruction is not well organized." Formal and informal demonstrations, class and group instruction, illustrative material, models of clothing construction processes, work sheets, text books, professional magazines, self evaluation devices and films should be used extensively by the teacher.

The Homemaking technique can only be used to advantage when pupils have mastered the simple fundamental language and basic skills necessary in Home Economics activities. It is recommended that the homemaking technique should be left until the teacher feels that the class has a good understanding of basic skills and that each girl is ready to take her place in the homemaking

routine. The exact time for this foundation work will depend on:

- (a) the class and their home experiences;
- (b) the teacher's experience.

With the aid of illustrations, charts, demonstrations and simple instruction on the part of the teacher, and reports and demonstrations from the pupils, the initial steps in the grade seven and eight program can be made.

When it is felt that the pupils in Grades VII and VIII have grasped the simple fundamentals and techniques, the homemaking program may be commenced. It is suggested that the number of stations be limited at first so as to avoid unnecessary confusion. More stations or groups may be added when teacher and pupils are adjusted to the new method.

A SUGGESTED METHOD OF ORGANIZATION

Grade VII—September to October

Through formal lessons, demonstrations and practice, this period should be devoted to:

- (a) Becoming familiar with the fundamentals of Home Economics, the room, storage, etc.
- (b) Proper techniques needed for basic skills in cooking.
- (c) Simple nutrition based on Canada's Food Rules and Food Classes.
- (d) Preparation for sewing (machine and hand work). Practice on towels and pot holders.
- (e) Arrangement of notebook (the same loose leaf to be used for all Junior High work), four parts—cooking, sewing, home care and daily records. The principles of design, correct English, spelling, penmanship and attractive arrangement of title pages should be stressed.

November to May

Divide the girls into four groups.

Lesson 1 will always be preparation day.

A day on which the teacher gives formal lessons and demonstrations of practical work to be carried on by the various groups in the next four-day rotation, explanation together with assignments on the simple work sheets. It is a general period of help.

Lesson 2 **Group A—Cook**

Fresh and dried fruits—special evaluation of all products by girls. The table should be set properly for practice and service at all times, no matter how simple the menu.

Group B—Sew

Start work on apron.

Group C—Laundry

School laundry and special care of room. (Something will be added or changed each rotation.)

Group D—Personal Relations

Duties of Hostess, Waitress, etc.

Finish with Handicraft.

Lesson 3 Rotate D, A, B, C.

Lesson 4 Rotate C, D, A, B.

Lesson 5 Rotate B, C, D, A.

Lesson 6 Preparation day. (Cereals, next step in sewing, etc.)

Lesson 11 Preparation day. (Muffins and Beverages, etc. Some sewing technique, etc.)

Lesson 16 Preparation day. (Griddle cakes, etc.)

Lesson 21 Preparation day. (Egg cookery, etc.)

Lesson 26 Preparation day. (Study of complete breakfast.)

June

CULMINATION

Each group plans a complete breakfast with due regard to variety, cost, table setting etc. and serves it to the next group. Work is completed for the term in each of the other groups.

This plan works very well for Grade VIII also. These two years make a good foundation for the Grade IX course, and where the plan has been followed, Grade IX pupils have entered complete station work with new interest, skill, and have developed pride in their ability as homemakers.

The Grade IX course should be a culmination of material learned in Grades VII and VIII taught by the homemaking technique.

All phases of the course must be included and time allotment for each distributed reasonably. There must be a balance among the activities and all the pupils must participate equally.

Many instructors use the following stations:

Hostess	Cooks—2-4
Housekeeper	Home Nurse
Laundress	Designer or Seamstress—2-4
Librarian—Dietitian	Waitress

with Beautician and Home Decorator work combined with others in small classes or as separate stations in larger classes. The choice and number of stations will depend on the equipment and space provided, as all stations progress in the same room under the supervision of one teacher at the same time.

Approximate Percentage of Time to be devoted to each area:

1. Foods and Health—Meal planning $33\frac{1}{3}$ per cent
2. Clothing—Construction, care and selection $33\frac{1}{3}$ per cent
3. Personal and Home management..... 10 per cent
4. Home and Family Relationships..... $5\frac{1}{3}$ per cent
5. Child care and development..... 10 per cent
6. Related Art and Crafts..... 8 per cent

Home Economics for Boys

Where Home Economics is to be offered to boys, either as a separate class or with girls, or where Home Economics teachers sponsor Boys' Home Economics clubs as an extra-curricular activity, suggestions for planning a program may be obtained by writing the Supervisor of Home Economics.

Suggested Plan for Combination of Grades

Girls of the same grade should work together in a station. Each grade will progress from station to station covering the work as outlined in the course of studies for that grade, yet the general care of the room and instruction in basic work will be shared by all.

Rotation	Date	Names of Members of Group	Cooking	Sewing	Laundry Housekeeper	Hostess, Waitress, Personal Relations	Beautician, Home Decorator	Library, Dietitian
I			Group A Grade 7	Group B Grade 8	Group C Grade 9	Group D Grade 7	Group E Grade 8	Group F Grade 9
II			F 9	A 7	B 8	C 9	D 7	E 8
III			E 8	F 9	A 7	B 8	C 9	D 7
IV			D 7	E 8	F 9	A 7	B 8	C 9

Preparation day, review, etc.

The List of Unit Studies and Projects for the Junior High School Home Economics Program

SCOPE		SEQUENCE		
		GRADE VII	GRADE VIII	GRADE IX
1. Foods and Nutrition	Basic skills required for food preparation. Food classes — Canada's Food Rules. Planning, preparation and service. Breakfast and simple tea.		Food classes—minerals and vitamins. Planning, preparation and service of school lunch or supper.	Food principles and their relation to body needs. Food requirements for a junior high girl's calories. Brief review of breakfast and lunch menu planning. Preparation and service of dinner.
2. Clothing—Construction, care and selection	Basic skills required for hand and machine stitching and simple pattern marking. Hand towel and pot holder. Apron and headband.		Basic skills—worked buttonhole; Woven darn, hemmed patch; seam finishes needed for projects. Blouse or nightgown.	Basic skills—repairing of three-cornered and diagonal tear. Bound buttonhole. Seam finish needed for project. Dress—cotton or firmly woven rayon or Skirt and blouse.
*3. Personal and Home Management	General care of Home Economics centre and school laundry. Simple safety measures. What makes an attractive, well-groomed Grade VII girl? Simple etiquette		General care needed for the school room, and increased responsibilities. Simple personal laundry and good grooming. Safety practice. Etiquette to meet local needs.	General cleaning methods needed to keep the homemaking apartment clean and attractive. Safety measures in the home with simple first aid. Care of woollens. Improvement of personal appearance through the relation of health, food, habits and good grooming. General etiquette.
*4. Home and Family Relationships	Value of friendship. Importance of harmony and good relationship. Responsibilities of a Grade VII girl in home and school.		Greater self-reliance and sharing of home responsibilities. Need for guidance decreases as girls increase in dependability. Budget and personal allowance	"Getting your money's worth"—Time and money budgets Developing pleasing personalities How to become a more understanding and co-operative family member.
5. Child Care and Development			Simple child care needed for baby sitting.	Caring for young children. Selection of suitable games and playthings
6. Related Arts and Crafts	Simple embroidery stitches.		Basic knitting stitches. One craft project.	Basic crochet stitches. One craft project.

*The above sections also appear in somewhat different form in the unit studies for Health and Personal Development. The treatment given in Home Economics should avoid duplication.

Course for Grade Seven

FOODS

Specific Objectives

1. To plan, prepare and serve a simple breakfast paying close attention to correct housekeeping methods.
2. To give a knowledge and appreciation of sanitary methods of handling food, and the realization of the importance of good grooming and clean uniforms in food preparation.

I. Basic Skills

1. (a) Correct reading of recipes
(b) Measuring
2. Stirring
3. Mixing
4. Beating
5. Creaming
6. Folding
7. Boiling
8. Toasting
9. Frying.
10. Poaching
11. Baking
12. Dishwashing
13. Care of simple equipment, e.g., silver, aluminum, tin ware, enamel, wood, chromium, porcelain
14. Garbage Disposal
15. Safety procedures

II. Understandings

1. This topic is to serve as a simple introduction to nutrition. Food classes—carbohydrates, proteins, fats, minerals—calcium phosphate, iron, iodine, vitamins—A, B₁, B₂, C, D. Functions and sources to enable students to plan a simple breakfast more efficiently conforming to "Canada's Food Rules".
2. Basic principles of simple food cookery.

3. The value of correctly set table and well served meal.
4. The necessity of practising the rules of "Safety First" at home and at school.
5. The value of pupil co-operation.

III. Pupil Activities

1. Preparation of
 - (a) Fresh and Dried Fruits
 - (b) Cereals
 - (c) Muffins
 - (d) Griddle Cakes
 - (e) Eggs
 - (f) Tea, Coffee, Cocoa
 - (g) Planning and preparation of a complete breakfast
 - (h) Planning and preparation of a simple tea for a guest, example—Tea Biscuits, Simple Cookies.
2. Dish Washing
3. Cleaning of Simple Equipment
4. Setting the table
5. Eating at the Table
6. Table Service
7. Laundering

IV. Discussion Topics with Suggested Related Activities.

1. Discuss the importance of a good breakfast.
2. List reasons why people don't eat breakfast.
3. Plan a campaign for improved breakfasts in the class, and in the school.

Posters: "Take Time for Breakfast"

"Big Girls Need Breakfast; Little Ones Do Too".

Bulletin Board Theme: A Mathematics Problem—How to divide the days' food needs.

Display: An adequate breakfast—room model pictures.
Help girls plan a breakfast for a home project.



Good grooming and attention to the principles of sound health form an essential part of the training of these Grade VIII girls.

Red Deer Composite High School

Teacher—Miss Vera Saunders

—ALBERTA GOVERNMENT PHOTOGRAPH



Achieving an attractive personal appearance through artistic clothing construction and good grooming is the aim of this group of Grade IX pupils.

Wetaskiwin School.

Teacher—Miss Lois Longmire

--ALBERTA GOVERNMENT PHOTOGRAPH

4. Discuss type of china and pottery, table linen and decorations suitable for breakfast. Ask girls to bring some from home to show the class. Collect pictures. Start a collection at school of suitable containers for breakfast table decoration. Design and make a breakfast cloth or place mats for school.
5. Discuss etiquette connected with serving tea. Stress importance of friendliness and genuine interest in hospitality. Collect pictures of attractively arranged tea trays and tables. Make a recipe file of suggestions for simple tea accompaniments—cinnamon or orange toast, iced graham wafers, etc.

V. Evaluation

The teacher will look for:

1. An improvement in the basic skills of cookery and housekeeping.
2. An improvement in the planning, preparation and serving of simple meals, not only at school but also in the home.
3. An improvement in the ideals and attitudes of the students.

CLOTHING

Specific Objectives:

1. To develop good sewing habits.
2. The construction of several simple but useful garments and articles.
3. To develop good grooming habits.

I. Basic Skills

1. Proper needle position including use of thimble
2. Measuring
3. Use of gauge
4. Making of knots and methods for finishing machine stitching
5. Pinning

6. Cutting
7. Basting
8. Hemming
9. Simple embroidery stitches
10. Use of sewing machine
 - (a) Threading
 - (b) Winding bobbin
 - (c) Regulation of stitch and tension
 - (d) Stitching
11. Overhanding
12. Overcasting (Numbers 11 to 15 to receive special attention if needed on an extra project.)
13. Gathering—hand and machine
14. Bias binding and facing
15. Seams—Plain and French

II. Understanding of

1. The meaning of basic sewing terms.
2. Simple pattern marking
 - (a) Fold
 - (b) Straight of material
 - (c) Notches
3. The economy of home sewing.

III. List of Pupil Activities:

1. Hand towel and potholder
2. Cooking apron and headband

The project should give students an opportunity of learning a variety of stitches and skills namely:

Basting	Gathering
Pinning	Simple machine work
Cutting	Bias facing
Hemming	Turning of hems
Overhanding	

If after the completion of these two projects there is time left, students who have done exceptional work might choose some other project such as:

Sewing bag	Guest towel
Simple cotton skirt	

IV. Discussion Topics with Suggested Related Activities.

1. What makes an attractive, well-groomed Grade VII student? (Correlate with health and nutrition). Use posters, pictures and demonstrations:
 - (a) Polish shoes;
 - (b) clean hands and nails;
 - (c) well brushed hair;
 - (d) importance of good posture;
 - (e) importance of cleanliness.
2. Simple discussion on the importance of clothing to personal appearance. Make a personality chart. Have each girl bring a snapshot of herself or a picture from a catalog that is similar in size and colouring for her chart. Demonstrate methods of taking measurements. Girls work in pairs and discuss findings with teacher and class. Then fill in chart.

Colour:	eyes;	skin;	hair
Measurements:	height;	weight;	
	hips;	waist;	bust

Length to wear dresses.

My most suitable colours are: _____

Colours I should avoid: _____

Because I am (tall, short, slim, plump, etc.) I should wear.

3. Through pictures and discussion, develop appreciation of suitable dress for the occasion. (Bulletin Board—good grooming for school; clothes for sports—blue jeans. Discuss attractiveness of uniforms for nurses, waitresses, airline hostesses, soldiers, policemen, and so develop an appreciation of the value of a uniform in the cookery department, and the necessity for cleanliness.
If possible show several suitable apron patterns and let the students choose one for their class.
4. Study or review the cotton plant. Discuss qualities of cotton material for school aprons. Collect samples (at least six), discuss use, cost, wearing and laundering qualities.

V. Evaluation

- (1) Has the pupil learned the basic fundamental skills in simple sewing?
- (2) Has she mastered the simple operation methods and maintenance of the sewing machine?
- (3) Has she completed her garments and other articles to the satisfaction of herself and the group of which she is a member?
- (4) Has she met the standards set for good grooming?

PERSONAL RELATIONSHIPS

(To be Correlated with Health and Personal Development)

Specific Objectives:

1. To show that since people themselves are the most valuable element in life, harmony and good fellowship are important factors in everyday life.
2. To help the teen-age girl solve her own problems of social living.
3. To develop an appreciation of the responsibilities of the Grade VII girl at school and in the home.

I. Understandings

1. The importance of character development in daily life.
2. The value of friendship.
3. The necessity for each student to shoulder her own responsibilities.
4. The social graces.

II. Basic Skills

Problems in personal relationship will differ with each school and classroom. It is hoped that each teacher, using the guidance technique, will try to meet the problems of her students with tact, understanding and sympathetic treatment.

There are various approaches to securing personality information, such as observing a pupil's conduct; asking others about the pupil, and by direct questioning.

Casual observations as a rule do not yield accurate data. All observations need to be thorough in nature and should be recorded while the behaviour is being observed. Interpretations should be made later. All analyses should be based on comparisons with other pupils in the same situation and under the same conditions.

For the diagnosis of personality trends the anecdotal record, which is a running account of pupil experiences, is believed to be one of the most adequate devices for measuring certain kinds of behaviours which cannot otherwise be evaluated. The rating scale in the "Handbook for the Cumulative Record" will prove helpful in this evaluation.

III. List of Pupil Activities and Discussion Topics

1. Introduction
2. Dramatic presentation of the social graces
3. Demonstrations
4. Collect cartoons, newspaper clippings and pictures dealing with friends—discuss.
5. Make out check lists and watch for improvement:
 - (a) Are you thoughtful of others?
 - (b) Are you on time for classes, meetings, dates with friends?
 - (c) Do you tell things about your friends.
 - (d) Are you friendly, etc.
6. Discuss girls' actions in stories, plays or "case histories".
7. Discuss "To have a friend, be one", or "Your friend is one who knows all about you and likes you just the same". Discuss advisability of having many friends rather than just one or two.
8. Consider the traits that are admired in friends:

(a) loyalty	(h) reliability	(n) sympathy
(b) punctuality	(i) tolerance	(o) courtesy
(c) poise	(j) industriousness	(p) kindness
(d) tact	(k) generosity	(q) justice
(e) courage	(l) cheerfulness	(r) appreciation
(f) honesty	(m) thoughtfulness	(s) sense of humor
(g) self-control		
9. How do these apply in our class work?

Did things for—e.g. Jane, loaned a book.
Did things with—Sue, played tennis.

- Praised—Mary's demonstration.
 - Listened to—Our neighbour tell about her trip.
 - Asked things of—Jean, how to play a new game.
- 10. Social self-confidence is developed as a result of knowing the correct and thoughtful thing to do on any occasion.
 - Consider the statement and list things that the class feel they should be able to do.
 - Practicing every day enables one to make courtesy a habit.

IV. Evaluation

Early evaluation of the students' interests, aptitudes and abilities by means of specially organized tests and check lists can do much not only in arousing a persons interests in these various traits, but also in guiding the teacher in the organization of the courses and class projects to give the most help.

"Let's get acquainted"

1. Who are your family members?
2. Have you a bedroom of your own?
3. What do you do at home to help?
 - (a) Set the table?
 - (b) Tidy your room, etc.?
 - (c) Help shop?
4. Do you help cook?
5. Have you ever made a cake, cookies, muffins, cocoa?
6. Have you ever helped give a party?
7. Have you a sewing machine?
8. Have you ever used it?
9. Have you ever used a pattern?
10. Have you ever tried to
 - (a) embroider
 - (b) knit
 - (c) crochet?
11. Do you like to draw or paint?
12. Have you a hobby?
13. Do you like to arrange flowers?
14. What would you like to learn to do this year?
15. What do you like about the Home Economics room?
16. Would you like to help make the Home Economics room more efficient?
17. Would you like to improve your personal appearance?
18. Would you like to learn how to get along with others?

Course for Grade Eight

PREAMBLE

The grade eight course in Home Economics should be an expansion of the grade seven course and serve in turn as a foundation for the basic skills for grade nine. It should be as practical as possible and should correlate in every feasible way with home life and with other related subjects on the curriculum, such as health, science, art and mathematics.

The goal should be the development of the whole child, stressing particularly individual independence and responsibility, and a knowledge of the skills and abilities which will make her better able to shoulder responsibilities in the home. It is important that procedures learned at school should be practised at home. Basic skills in cooking, sewing, grooming, housekeeping methods, table setting and table service should be taught and then be applied at every opportunity both at home and at school. Always keep in mind, however, that efficiency in the basic skills is not an end in itself, but a means towards better and happier living for the men and women of tomorrow.

FOODS AND NUTRITION

The following outline contains more activities than any one class can complete. It is meant to serve as a guide to the individual teacher whose choice will be guided by the needs and desires of the girls themselves and of the home environment.

N.B.—Particular emphasis should be placed upon the prevention of accidents caused through carelessness in handling kitchen tools and equipment. Treatment for burns and scalds should be taught.

I. The School Lunch

- (a) Review of daily food requirements (Canada's Food Rules) with special view to lunch needs.
- (b) Keeping the above in mind, discuss the noon lunch at school.

1. Packed lunches
 2. The hot dish or beverage at school.
 3. If school cafeteria available, discuss the wise choice of nutritious dishes.
- (c) Planning of attractive and nutritious packed lunches for:
1. A finicky child
 2. One of average appetite
 3. The active, robust, hungry adolescent, especially a boy.
- (d) Group Activities:
1. Sandwich preparation for lunches, stressing variety and nutritive value as well as eye appeal.
 2. Preparation of soups and beverages that might be included in the lunch box or served as the "hot dish" at school.
 3. Preparation of salads, raw fruits, and vegetables (emphasize need of vitamins and minerals).
 4. Dessert preparations—milk puddings, jelly, fruit whips, cookies and simple cakes, with good "packability".
 5. Discussion of suitable lunch containers, good packing methods, and packing a lunch attractively.
- (e) Class and individual evaluation of good results of the above study in improved food habits and health of each participant.

II. The Home Lunch or Supper

- (a) Group activities, study and preparation of lunch and supper dishes such as:
1. Macaroni with cheese; tomatoes; vegetables, or mushroom soup.
 2. Scalloped potatoes, and casserole dishes using leftovers attractively.
 3. Creamed dishes such as salmon, or other fish, peas, left-over poultry, curried eggs, etc.
 4. Egg cookery: soft and hard cooked eggs, scrambled and creamy eggs, omelettes of various sorts, poached eggs, devilled eggs.
 5. Main dish soups, such as cream soups, both homemade and canned, borsch, homemade meat and vegetable soups.

6. Luncheon salads as main dish. Stress cold, fresh ingredients and attractive, colorful arrangement.
 7. Luncheon or supper desserts: this will involve fruit cookery, making of custards, and other milk puddings, serving of raw fruit, batter puddings, upsidedown cakes; the cooking and serving of plain rice, both boiled and steamed.
 8. Making of sponge and other simple cakes and cookies suitable for desserts, and biscuits.
- (b) Setting the table and serving the home lunch or supper.
- (c) Cleaning the dining room and kitchen efficiently after lunch.

Evaluation—by the girls themselves and by the mothers in reports to the teacher should bring out:

1. Better food choices.
2. Improved health and disposition, at least in some cases.
3. Greater efficiency and usefulness.
4. Greater self-reliance and sharing of home responsibilities.
5. A deep sense of satisfaction that comes from worthwhile accomplishment.

CLOTHING

I. Basic Skills

1. Worked buttonhole
2. Woven darn—as in stockings
3. Hemmed patch
4. Seam finishes—flat feld.

II. The Care and Upkeep of Clothing; Personal Grooming

Suggested demonstrations and activities:

1. Washing and mending of hose, underwear, blouses.
2. Ironing of simple lingerie, blouses.
3. Washing, starching, ironing a dirndle skirt.
4. Polishing of shoes.
5. Shampooing and care of hair, bathing, care of nails and complexion.

Evaluation—by the girl herself, her teacher, and her mother as to increased self respect, better grooming, self-reliance, tidiness with respect to personal belongings, and the home in general.

III. Selection of Material For and Construction of a Simple Becoming Garment

1. Discussion of suitable style for various figure types, and choosing of individual pattern, appropriate material (cotton) for same, and amount needed.
2. Shrinking and pressing of material.
3. Study pattern, fit, and alter if necessary.
4. Cutting of garment.
5. Construction, fitting, and finishing of garment in logical order.
6. Number of projects will depend on student ability.

Evaluation—of new skills and of improvement in old skills.

Suggested Project:

1. Blouse
2. Nightgown

When these have been completed, students who have done exceptional work might choose some other simple project or craft.

PERSONAL RELATIONSHIPS

(To be Correlated with Health and Personal Development)

1. An informal survey should be made to determine what responsibilities the girls already assume in the home. An evaluation of these and discussion as to what a grade eight girl could reasonably be expected to assume, should follow. Each girl could score herself on these points from time to time to find out what progress she is making. A talk to the mother or a note from her would enable the teacher to get a truer picture of the progress being made by each individual in the home.
2. Discuss the reason for the necessity of guidance of children by parents and teacher. The need for guidance decreases as girls increase in dependability. An anonymous question box might uncover bitterness and resentments or other personal problems which might be talked out in class and solved. The teacher should strive to have the students bring their problems to her

voluntarily. If they know the teacher will keep such confidence inviolate, they will show less reluctance and hesitation in approaching her.

3. A class prepared score sheet might be used by each girl, to evaluate her own growth, from time to time.
4. Social graces—introductions reviewed, thank-you notes, invitations, deportment in public places, courtesy to all.

HOME RELATIONSHIPS

1. By an anonymous questionnaire, discover causes of disputes at home in regard to division of work, teasing, jealousies, and other problems. Discuss how these problems may be met.
2. Problems of the "baby sitter" could be brought out and discussed, perhaps resulting in a "better baby sitting" campaign.
3. The above should help the girls to a better understanding of themselves, a recognition of their own desirable and undesirable traits and should result in more kindness and consideration in their relationships with one another.
4. Evaluation on class prepared score sheets.

HOME NURSING

In this grade home nursing may be correlated with child care and confined to the following:

1. Bedmaking, especially the child's bed.
2. Discussion of putting the child to bed for an afternoon nap; and for the night while "baby sitting".
3. Treatment of minor cuts and bruises.
4. What to do in case of major accident; stress calmness.
5. Accident prevention and safety measures in and around the home, especially in relation to the child.
6. Preparation of an attractive tray for a sick child.

BUDGETING

1. Anonymous questionnaire to reveal the local situation with regard to allowances, those earning their own spending money, and those who have no income other than occasional amounts from parents.
2. Discussion as to the spending of personal income and the girls' share in the saving and spending of the family income.

3. Score sheets for personal evaluation of the girls' own spending.

Suggested Topics for Discussion, and Related Activities

Plan a Bulletin Board using the three S's—Spending, Saving and Sharing.

Dramatize with a short skit: "The use of money for personal needs teaches one to choose wisely."

Plan an exhibit: "This is what 10c will buy"—candy bar, spool of thread, small size tooth paste box, novelty pin, etc. Discuss the display and come to the conclusion: "Wise buying requires careful planning and gives satisfaction and happiness."

Discuss: "Through allowance or earnings one secures money for own spending, saving and sharing."

"Keeping an account of the money spent will help to form better spending habits."

Course for Grade Nine

INTRODUCTION

Homemaking education has as its ultimate objective the improvement of personal, home and family living with satisfying adjustments to existing and changing situations.

The units, projects and activities suggested in this program are based as far as possible on the students' needs, interests and home responsibilities, and are a continuation of the work completed in grades seven and eight.

Time: One half day per week in continuous periods so that meal preparation and clean-up work can be of a high standard

GENERAL OBJECTIVES

At the grade nine level we should seek to foster

I. Attitudes of:

1. Responsibility (a) for planning a task and the completion thereof to the satisfaction not only of the student, but of the whole group.
(b) for taking charge of simple homemaking situations at school or in the home, and assisting with more difficult ones.
2. Creativeness—marked by personal expression that becomes unique and revealing.

II. Appreciations:

1. To develop sound standards of living and an appreciation of the values of personal and social development.
2. To impart an appreciation of the demands on the family income, and to develop a desire to co-operate in the wise use of it.
3. To develop an appreciation of the home as a place in which to spend leisure hours and the gaining of ability to spend such leisure hours in ways that will contribute to the improvement of the individual and the home.

III. **Understandings**—which go beyond facts to see the significance of:

1. The importance of good judgment and the power of critical and creative thought as applied to immediate problems in the home and to make the home safe by adopting safety measures.

IV. **Abilities and Skills:**

1. To give students a working knowledge of procedures in the home and an opportunity to participate in activities related to personal problems and home management.
2. To develop skill in preparing and serving a wide variety of foods so that the student may be a capable assistant in the home.
3. To develop attractive appearance and personalities through the knowledge of fundamental health habits, choice of clothes and personal and social adjustment.
4. To develop skill in the use of commercial patterns sewing simple garments, and the operation and maintenance of a sewing machine.

PROCEDURE AND CONTENT

This terminal course (terminal for the group that leaves school at the end of grade nine) is to be considered of significant and basic value in the formal education and training of the adolescent girl. Each teacher should adapt subject matter, classroom activities and pupil experiences to the community situation and pupil needs. The course should be built on the foundation of the pupils' previous experience and they should share in the planning.

Presentation can be varied to suit the size of the class and the equipment.

- (a) A four lesson unit consisting of station work for three lessons so that the breakfast, lunch and dinner can be completed on consecutive lessons, and the fourth lesson being used for group discussions, sewing and project work.
- (b) In large classes stations could be combined with the girls working in groups.

MINIMUM REQUIREMENT FOR GRADE NINE

Cooking and Nutrition

Theory

1. Food principles and their relation to bodily needs.
2. Food requirement of a high school girl.
 - (a) Unit of measurement—calorie.
 - (b) Factors influencing calorie requirements.
 - (c) 100 calorie portions of common foods.
 - (d) Food diets which guide us in the selection of an adequate diet.

Student Activity

- (a) Make out a day's menu and list the food principles applied.
- (b) Calculate calories.

Practice Each student to help plan, purchase, prepare and serve simple yet nutritious and appetizing meals so that by the end of the term each girl can be a capable assistant in the home.

- (a) Brief review of breakfasts—cereals, fruit, toast and beverages, and for further study include hot breads and toasts with variations; breakfast meat and egg cookery.
- (b) Brief review of lunch or suppers and the use of leftovers. Each girl should be able to prepare with ease at least two oven dishes, two salads making use of vegetables usually on hand and two simple desserts.

Dinner—main study

Preparation and serving dinner

Topical Outline

1. Chief difference between luncheon, supper and dinner.
2. Various factors to be considered in planning a simple dinner.
3. Suitable combinations.
4. Factors determining food selections;
 - (a) season
 - (b) food budget
 - (c) needs of the family
 - (d) foods already served during the day
 - (e) contrast in colour, flavour and texture.

Meat—

- (a) Value of meat in the diet
- (b) Cuts of meat
- (c) Reasons for tough and tender
- (d) Principles of cooking meat
- (e) Food value comparison
- (f) Preparation of meat stew with dumplings, Swiss steak, meat loaf, hamburg steak, pot roast with vegetables. Vegetable soup from meat bone, gravy. Fish and meat substitutes.

Vegetables—

- (a) classification (b) methods of cooking (c) methods of serving

Dinner Desserts—Pastry, steamed puddings and lighter puddings, fruit whips, etc.

Culmination—a class dinner, invited guests; a more elaborate menu.

Enrichment—for advanced students or where the study would be of interest and value:

- (a) School lunch
- (b) Simple invalid cookery
- (c) Make candy for Red Cross sale
- (d) Doughnuts for sale after a school game or track meet.
- (e) Tea for mothers or friends
- (f) Christmas party for pre-school children
- (g) Special day luncheon.

CLOTHING SELECTION AND CONSTRUCTION

Sewing

1. Knowledge of seam finishes but samples to be made only as required when needed for practice in making garments.
2. Method of repairing a three-cornered and a diagonal tear.
3. Method of making a bound buttonhole.
4. Each pupil to make at least one personal garment, using a commercial pattern. Choice of material and style to suit the girl and her ability. Project should be equal to
 - (a) a dress of cotton or firmly woven rayon or
 - (b) a skirt and blouse



Nutrition, child care and competent marketing are practised by these Grade VIII girls.

Wetaskiwin School.

Teacher—Miss Lois Longmire

—ALBERTA GOVERNMENT PHOTOGRAPH



Buying canned or packaged food by grade is our best assurance that
we are getting the quality for which we pay.

Wetaskiwin School.

Teacher—Miss Lois Longmire

—ALBERTA GOVERNMENT PHOTOGRAPH

Theory

Consider

1. Suitability of design, colour and material to individual.
2. Cost in relation to width and material.
3. Durability and ease in handling.
4. Laundering, shrinkage.
5. Study of dress line and proportion
 - (a) face and figure
 - (b) personality
 - (c) occasion.

Consideration should be given to the following

- (a) use and care of tools used in sewing.
- (b) oiling of machines.

Home Management

- (a) General cleaning methods as required to keep the home-making apartment clean and attractive.
- (b) Safety measures in the house:
 1. Prevention of fires, burns and falls.
 2. Simple first-aid treatment of injuries.
 3. Care of stove-regulation of gas and air.

Laundry

General knowledge required to keep school laundry in good condition.

- (a) Care of woollens, washing sweaters, gloves, etc.
- (b) Pressing woollens, skirts, jacket.

Handicraft

Each girl to attempt at least one project of interest to herself.
Encourage pupils to try new ideas.

e.g. knit, crochet, weave, felt bags, pretty aprons, clay, textile painting, bedroom accessories, etc.

FOR FURTHER STUDY—at least two of the following topics to be chosen.

Child Care and Development

1. To meet the immediate needs of the students in caring for young children.
2. Selecting suitable games and playthings.

Suggested Activities

1. Choose some child for direct observations, or "underweights" in school—a nutrition problem.
2. List some problems which your parents had to solve caring for you.
3. Care for young brothers and sisters, regarding children as individuals.
4. Make out a list of games that might be used at different age levels.
5. Consider the duties of a "baby sitter".
6. Have parties or picnics for children and watch both their natural behaviour and their behaviour under guidance.
7. Make a scrap book as a gift for a child.

Getting Your Money's Worth

Consumer education helps a family and its members to make the most intelligent use of the resources at their command for individual, family, and social well-being.

Developing an appreciation of values involves basic choice-making, or selection of interests and objectives to be pursued.

Students should be helped to:

1. Develop interests that are likely to bring a long period of enjoyment;
2. to consider how to plan intelligently the use of one's time, money and abilities;
3. make the best use of goods at one's command;
4. to purchase wisely.

Student activity

1. Study methods of buying; stress "grade" in foods.
2. Discuss and make out personal accounts.
3. Consider disappointment often caused by lack of a plan in buying.
4. Make time budget and test to see if there is more time for leisure.

Personal Appearance and Grooming

Problem—How can I improve my personal appearance?

- Object — 1. An interest in personal appearance.
2. Desire to make the most of my appearance.

Content—A girl to have a pleasing and attractive appearance must be well groomed—neat and clean in person and in clothing.

1. Have each girl consider qualities that are pleasing and how they can be improved or developed.
2. Set up standards of good grooming.
3. Consider relation of good health habits to personal appearance.

Activities—Have talks and demonstrations by dentists, nurses, beauticians, physical training instructress. Keep charts, practice on other students. Consider people that are good examples.

Personal and Social Living (to be correlated with Health and Personal development)

Problem—What can I do to develop a more pleasing personality?

How can I become more popular with girls and boys of my own age?

What social practices should I make a part of my daily living?

How can I be a more understanding and co-operative member of my family?

What must I know to have a better understanding of the family relationship?

How can I learn ways of having good times with my family and friends in my own home?

Activities

1. Consider desirable character traits—in books, etc.
2. Discuss girls' problems.
3. How do I express myself—interest, actions, speech, personal habits, dress.
4. Consider the things we can do to improve. Be a good sport. Avoid always being centre of attraction. Treat your friends equally. Be a good listener.

5. Discuss characteristics you like in girls, in boys and then see how you measure up.
6. Study social customs and courtesies and realize that good manners originate from
 - (a) a respect for oneself, and
 - (b) a respect for others.
7. To develop a desire for knowledge of good manners and proper conduct so that students can meet unusual situations with poise and judgment.

Plan and carry out some form of entertainment at school and at home.

Any project that will be of value and interest could be chosen instead.

Suggested activities in place of above:

1. Preservation of food.
2. Home projects—care and furnishing of a girl's bedroom. Planting a garden. Responsibility, for making the supper at home for a period, etc.
3. Home Nursing.
4. Handicraft for student and for a worthy cause—e.g. Red Cross.

Audio-Visual Aids

The following films and filmstrips are available from the Audio-Visual Aids Branch, Department of Education.

16mm. Sound Motion Picture Films for Home Economics and Homemaking.

(Grades VII, VIII, IX)

Digestion of Foods	T-195
Dinner Party and Review	T-266
Foods and Nutrition	T-145
Fundamentals of Diet	T-151
Home Cookery of Fish	T-386
Home Electrical Appliances	T- 99
Home Nursing	T-142
Principles of Baking	T-426
Principles of Cooking	T-424
Principles of Home Canning	T-425
Safety in the Home	T- 77
Baking Tea Biscuits	TK-480F
What Is Cloth?	T-588

35 m.m. Filmstrips for Home Economics and Homemaking

(Grades VII, VIII, IX)

Canning Step by Step	P-725
Food Canning	P-727
Rural School Lunches	P-731

In addition, the following films are available from the Department of Extension, University of Alberta:

Happily Ever After	A-1355—6
Managing the Family Income	A-1352—4
What Shall I Wear?	A-1357—8

Reference Books

USE OF REFERENCE BOOKS

No textbook has been authorized for these courses. However, if the teacher and the class feel that the local circumstances render necessary the purchase of a reference book by the individual student, it is recommended that the British Columbia Manual, Foods, Nutrition and Home Management Manual be selected for this purpose.

The titles in the reference list are divided into two groups, primary and secondary. Each school or classroom library should have a selection of primary references as a minimum library to which may be added each year further titles from the primary and the secondary reference lists.

The building up and the maintenance of a Home Economics library is an important aspect of the work of the Home Economics teacher. This can be accomplished if there is an adequate annual budget for book purchases, proper library accommodation and correct library organization and library practices. The term library includes not only the books mentioned in the lists below but also the magazines, pamphlets, clippings, etc., that are bought or contributed by pupils throughout the school year. Unless they are filed correctly and circulated in a manner which will ensure their return much valuable material is lost. Teachers of Home Economics are therefore asked to read the Library Handbook prepared and issued by the Department of Education.

General References

Primary:

Foods Nutrition and Home Management Manual;
British Columbia Manual
Experience in Homemaking; Helen H. Laitem
Our Share in the Home; Laura Baxter, Margaret Justin
and Lucile Rust.

Secondary:

Young Folks at Home; Florence Harris and T. Kauffman
Everyday Living; J. Harris, M. Tate and I. Anders
Your Home and You; Carlotta C. Greer
Boys' Guide to Living; Fay M. Scharmer

Goods and Nutrition

Primary:

Canadian Cook Book; Nellie Lyle Pattinson
Junior Home Economics: Ruth Dean and Elspeth Middleton

Secondary:

Our Food; Baxter, Justin and Rust
Foods and Nutrition; Fern Silver
The Good Housekeeping Cook Book

Clothing and Textiles

Primary:

Junior Fashions: Mildred Graves Ryan
Our Clothing: Baxter, Justin and Rust

Secondary:

Sew It Yourself; Madelyn Grigsby
The Mode in Dress and Home; Dulcie G. Donovan
See and Sew; Mariska Karasz
Practical Sewing; Iva G. Everson

Home Management

Primary:

Housekeeping Handbook; Balderson
The New Washday; Eleanor Ahern
Table Service For All Occasions; Ethel Wright

Secondary:

Table Service and Decoration; Gunn
Nancy Keeps House; Helene Laird

Personality and Etiquette

Primary:

Cues for You; Mildred Graves
Behave Yourself; Allen and Briggs

Secondary:

This Way Please; Eleanor Boykin
If You Please; Allen and Briggs
Girls and Their Problems; Millicent M. Coss

Child Care and Home Nursing

Primary:

Home Nursing with Confidence; Susan L. Briggs

Secondary:

Home Nursing and Child Care; Turner, Morgan and Collins
Child Care and Guidance; Goodspeed, Mason and Woods

Family Relations

Primary:

Our Home and Family; Baxter, Justin and Rust

Secondary:

Junior Home Problems; Kate Kinyon and L. Thos. Hopkins

Teachers' Reference

Primary:

The Teaching of Homemaking; H. M. Hatcher
and M. E. Andrews
Vitality Through Planned Nutrition; Adele Davis
Home Making: An Integrated Teaching Program;
Herrington

Secondary:

A Functioning Program of Home Economics; I. Spafford
Evaluation and Investigation in Home Economics;
C. M. Brown
Make and Remodel Home Furnishings; Ruth W. Spears
Needlecraft Encyclopedia; Alice Carroll



Grade VIII students making cakes, using two types of equipment. Sound management is displayed in the efficient arrangement of the kitchen equipment.

Red Deer Composite High School

Teacher—Miss Vera Saunders

—ALBERTA GOVERNMENT PHOTOGRAPH



Tea-time. Extending hospitality to guests develops poise and self-confidence in these Grade VII students.

Red Deer Composite High School.

Teacher—Miss Vera Saunders

—ALBERTA GOVERNMENT PHOTOGRAPH

Magazines, Pamphlets and Illustrative Material for the Home Economics Library

- Magazines:** Canadian Homes and Gardens,
Maclean Hunter Publishing Co. Ltd.
Dominion Square Building
Montreal Centre 2, Canada, \$2.50 per year
- Modern Miss 4 Copies a Year
Dominion Patterns Limited
74 Yorkville Avenue
Toronto 5, Ontario.
Free to Home Economics Teachers
- Practical Home Economics,
34 North Crystal Street
East Stroudsburg, Pa. \$2.50 per year
- Senior Prom (formerly Calling All Girls)
4600 Deversey Avenue
Chicago 39, Ill. 20c per copy
- What's New in Home Economics,
919 North Michigan Avenue
Chicago 11, Ill. \$6.00 per year

Below are the title of booklets, and addresses from which free materials may be obtained.

Pamphlets: Child Care

- Metropolitan Life Insurance Co.
Welfare Division
1 Madison Avenue, New York
- Alberta Mothers' Book,
Department of Public Health
Edmonton, Alberta

Consumer Training

- Better Buymanship Bureau
919 North Michigan Avenue
Chicago, Ill.

"Buy by Grade" Marketing Service,
Consumer Section
Dominion Department of Agriculture
Ottawa, Ontario.

Foods and Nutrition

Alberta Department of Agriculture—
10 Bulletins on Food
Home Economics Div., Dept. of Agriculture
Parliament Buildings,
Edmonton, Alberta

American Can Company
Home Ec. Section, Dept. 4-2-50
92 King Street East,
Hamilton, Ontario

Bulletin on Nutrition
Dept. of National Health and Welfare
Ottawa, Ontario

Bulletins on School Lunches etc. and
Home Cannings of Fruits and Vegetables
Dominion Department of Agriculture
Consumer Section

Display of Corn Products
Canadian Starch Co.
Fort William, Ontario

General Foods Corporation,
250 Park Avenue
New York, N.Y.

National Dairy Council
Chicago 6, Ill.

National Livestock and Meat Growers Asscn.
407 South Dearborn Street
Chicago 5, Ill.

Good Grooming

Bristol-Myers Co. of Canada Ltd.
3035 Saint Antoine Street
Montreal 30, Quebec

Home Management

Good Housekeeping Inst.,
Bulletin Service
57th Street, 8th Avenue
New York 19, N.Y.

Sewing — Textiles

Fashion News — Wall Charts
Butterick Pattern Co.
Toronto, Canada

Botany Worsted Mills
Passaic, N.J.

Cotton Exhibit: "Pure Cottons"
Dominion Textile Co.
Toronto, Canada

Fashion News — Wall Charts
McCalls Pattern Co.
Toronto, Canada

Rayon Exhibit: Viscose Co.
171 Madison Avenue
New York, N.Y.

Silk Exhibit: Corticelli
Cheney Bros.
South Manchester, Conn.

Sewing Help — Wall Chart
Singer Sewing Machine Co.
Toronto, Ontario

Story of Cotton
Thread and Handicrafts Booklets
The Canadian Spool Cotton Co.
Montreal, Canada.

Organization of a Homemaking Apartment for Home Economics Classes

Underlying principles to be considered when setting up a Homemaking Department.

- (1) Simplicity, convenience, comfort and attractiveness should be the keynote. The application of sound principles of home management is as important in planning for the teaching of homemaking in the school as it is in the home.
- (2) The shortness of the homemaking periods, the variety of activities, the different individuals and groups using the homemaking department—all serve to emphasize the need for careful planning.
- (3) The choice of the homemaking equipment should be based on the general economic status of the community in which it is to function, equal at least to the average home in the community, but at the same time, the future betterment of homes in general must always be kept in mind since the school may act as a medium through which a community is influenced toward better living conditions. The aim should be a Homemaking Centre of which the whole community can be justly proud.

Expensive and fashionable furniture is not essential, as an attractive room can be planned around simple pieces of furniture and hangings which can be made or refinished, requiring ingenuity rather than expense.

Points to Remember

1. Heights of working surfaces to suit pupils.
2. Adequate storage space for
 - (a) Food supplies and equipment
 - (b) Sewing supplies and equipment
 - (c) Home management and equipment
 - (d) Storage space for girls' uniforms and equipment.

3. Floor—comfortable to stand on, quiet to walk on, and easy to clean.
4. Enough chairs or seating space so that each girl may sit to attend demonstrations or family conferences.
5. Where possible an electric or gas stove should be used in preference to a coal stove.
 - (a) This is advisable as the girls are being taught methods of cooking and preparation of foods in short class periods.
 - (b) Where several girls cook at one time a variety of cooking temperatures are often required.
 - (c) Girls can use coal stoves at home when they do home projects and so get sufficient knowledge to be adequate assistants in the home.
 - (d) If electrical equipment is purchased a special price is available by Canadian Utilities, Canadian General Electric and Westinghouse under which ranges, refrigerators and special lighting can be obtained.
 - (e) Washing machines and household appliances are offered by Beatty Brothers at wholesale prices.

Suggested Equipment for the Home Economics Class

The following minimum equipment list was compiled to fit the Homemaking Plan which is designed to accommodate a class of sixteen to twenty pupils with four students working as a unit. Where unit kitchens are organized, each kitchen requires a complete set of equipment.

Kitchen Unit for—Food Preparation

Laundry

Household Management

Built in cupboards with work space or

Kitchen Cabinet and a Kitchen Table.

- 1 stove—electric or gas
- 1 sink—or some method of water supply and disposal—2 pails, 1 basin
- 1 bake board—built in if possible
- 1 bread knife
- 1 bread tin
- 1 butcher knife
- 1 cake tin
- 1 can opener
- 1 casserole (Pyrex)
- 1 chopping board
- 1 coffee pot
- 1 cookie cutter
- 1 cookie sheet
- 8 custard cups
- 2 dish pans
- dishes, set for 8
- 1 draining pan
- 2 double boilers (small)
- 1 double boiler (large)
- 1 egg beater
- 1 frying pan (small)

- 1 garbage pail
- glasses, set for 8
- 1 grater
- 1 heavy frying pan with lid (medium)
- 4 individual pie plates (small size)
- 2 kitchen forks
- 2 kitchen knives
- 2 layer cake tins
- 1 lemon reamer
- 4 measuring cups
- 1 muffin tin
- 2 paring knives
- 1 pie plate
- 1 pitcher
- 1 relish dish
- 1 rolling pin
- 1 salt and pepper shakers
- 1 salt and pepper shakers, set for kitchen (large)
- 4 sets of measuring spoons
- 1 set of mixing bowls
- silver—set for 8
- 2 soap dishes
- 2 spatulas
- 1 stew pot with cover
- 2 storage tins
- 1 strainer
- table linen—or place mats made by girls
- 4 tablespoons
- 4 teaspoons
- 1 tea kettle
- 1 tea pot
- 1 toaster
- towels and cloths
- 1 vegetable brush
- 2 wooden spoons (medium size or mixing spoons)

Auxiliary Equipment (to be added over a period of time)

- 1. Clock—large enough for all members to see—aid in cooking.
- 2. Equipment suitable for canning.
- 3. Oven and other food thermometer.
- 4. Pressure cooker—for speed in senior classes.

5. Refrigerator—saving in food bills.
6. Roasting pan.
7. Sherbet dishes.
8. Tray for serving tea.

Housekeeper's Unit

- 1 broom
- 1 dust mop
- 1 dust pan
- Supply of cloths—grey flannel—dusters

Auxiliary

Weighted polisher for floor

Laundry Unit

- 1 tub (built in where possible)
- 1 tub stand
- 1 ironing board
- 1 electric iron
- 1 sleeve board
- 1 washboard
- Lines for hanging wash or clothes horse.

Auxiliary

Washing machine.

Dining Room Unit

Where space and money are available have a simple dining room suite—possibly second-hand, or use a drop leaf table from sewing section.

Living Room Unit (used for sewing, family discussions, etc.)

- Machines—1 for each 4 or 5 pupils that sew at one time
- Chairs sufficient to seat all members
- 2 cutting tables (about 5x3 feet)
- 1 full length mirror
- 3 good pairs of scissors for cutting material
- Storage space for supplies
- 1 Teacher's desk and chair
- 1 yard stick for measuring.

Auxiliary Sewing

To make the living room home-like the addition, as soon as money is available, of the following would add much to the apartment.

- 1 Chesterfield suite or couch and one or two occasional chairs.
- 1 Coffee table or small table suitable for Hostess to serve tea.
Lamps, vases, etc.
- 1 Magazine rack
- Pinking machine.

Home Nursing and Good Grooming Unit (when money is available)

Clinical thermometer

- 1 dressing table (girls can make this)
- 1 First Aid Kit
material to make coverings for bed—quilt and spread, etc.
- 1 mirror
- 2 pillows
- 2 pillow cases
- 1 single bed or cot—(girls often paint or remodel bed)
- 3 sheets
- 1 small cupboard for supplies
- 2 towels
- 1 wash basin
- 2 wash cloths

TX 176 A3553 1950

ALBERTA DEPT OF EDUCATION
PROGRAM OF STUDIES FOR JUNIOR
HIGH SCHOOL

39844440 CURR HIST



000017905597

C, 3

[illegible]

TX 176 A3553 1950
Alberta. Dept. of Education.
Program of studies for junior
high school :
39844440 CURR HIST

CURRICULUM GUIDE

For Reference

NOT TO BE TAKEN FROM THIS ROOM

EXCEPT WITH LIBRARIAN'S PERMISSION

Printed by J. Gendry, King's Printer
Edinburgh, 1950
